



STANDARDS AND QUALITY REPORT 2025-26

AITHISG INBHEAN IS CÀILEACHD

Lochinver Primary School & ELC



In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

Attendance
92.91%

Average Class Size
15

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
31 (+12 nursery)

Teacher Numbers
2

Pupil Teacher Ratio
15:1

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Most

Writing

Most

**Listening and
talking**

Most

Numeracy

Most

We have had no exclusions this year.

Lochinver Primary School is situated in a rural area on the west coast of Sutherland. It serves the village of Lochinver as well as the outlying areas of Achmelvich to the north, Inverkirkaig to the south and Elphin to the east.

There are 31 children attending the school and 13 children in nursery, ranging from N2 - P7. We have 2 multi-stage classes (P1-4, and P5-7), and there is a separate nursery space within the school grounds.

The Head Teacher has an overall leadership responsibility for both Achiltibuie Primary & ELC, and Lochinver Primary & ELC.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Few children who face barriers to learning are making very good progress towards meeting their individual targets.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Very good progress	Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our Vision:

Our vision is to develop learners who are successful learners, confident individuals, responsible citizens, and effective contributors and to create a culture of ambition and achievement for all

Our Values:

Safe, Respectful, Inclusive & Fun

Our Aims:

Both Achiltibuie & Lochinver Primary & ELC Aims to support our emotional, physical, spiritual well-being by making sure that everyone is:
Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

School Priority 1: Empowering learners to understand and support their own wellbeing.

School Improvement Plan Priority 1

Summary of progress:

- ✓ Introduced SHANARRI language through assemblies and class learning.
- ✓ All learners engaged in a whole-school wellbeing survey.
- ✓ Developed consistent wellbeing check-ins across the school.
- ✓ Staff completed training in trauma-informed practice.
- ✓ Increased opportunities for learners to discuss feelings and wellbeing.

Next steps:

- Embed consistent approaches across all classes and nursery.
- Increase pupil lead wellbeing leadership opportunities.
- Strengthen tracking of wellbeing impact.
- Introduce and embed decider skills consistently across all classes to support with self-regulation.
- Introduce SHANARRI home activities to expand engagement across the school community.

Impact

Most learners are more confident in discussing their wellbeing and are beginning to use a shared language, including SHANARRI indicators, to describe how they feel or when something has happened. This is supporting learners to reflect more meaningfully on their own needs and experiences. There are early signs of improved emotional awareness, with children increasingly able to recognise and talk about their feelings. Learners are beginning to demonstrate improved self-regulation in class and playground. Positive relationships across the school have strengthened, and there is increased engagement in wellbeing activities, demonstrating progress towards developing resilient, self-aware learners.

School Priority 2: Improving writing attainment across all stages.

School Improvement Plan Priority 2

Summary of progress	Next steps
✓ All staff engaged in professional learning through the national writing programme. ✓ Increased consistency in teaching approaches across the school. ✓ Regular planned writing opportunities embedded across all stages. ✓ Learners developing understanding of Tools for Writing to support structure and quality. ✓ Teacher's report learner engagement and motivation in writing tasks. ✓ Improved use of learning intentions and success criteria to support progress identified in observations.	• Continue to embed high-quality writing approaches across all stages. • Strengthen moderation and assessment to ensure consistency of standards. • Increase opportunities for extended writing and deeper application of skills. • Further support learners to independently apply writing tools across contexts.

Impact

Nearly all learners are more engaged in writing and demonstrate increased confidence in creating a range of texts. Learners are increasingly able to talk about their learning, including success criteria and next steps, and are beginning to apply writing tools independently. There is evidence of improved sentence structure, vocabulary and organisation in writing. Staff report greater confidence and consistency in teaching and assessing writing, supporting improved learner outcomes across stages.

Combined ACCEL data for P1, P4 and P7 shows 75% of learners achieving expected levels in writing, demonstrating positive progress towards our attainment targets and narrowing gaps.

School Priority 3: Sustaining and enhancing numeracy attainment.

School Improvement Plan Priority 2

Summary of progress and impact	Next steps
✓ All staff using Number Sprinkles to support progressive and consistent planning. ✓ Highland Diagnostics are being used to baseline learners and identify gaps. ✓ Tracking systems in place to monitor progress and inform interventions. ✓ Increased use of data to plan targeted and support. ✓ Improved consistency in numeracy approaches across the school.	• Continue to use diagnostic data to target interventions and track progress. • Strengthen moderation to ensure shared understanding of standards. • Increase opportunities for learners to apply numeracy in real-life contexts.
Impact Most learners are demonstrating increased confidence and understanding across core numeracy concepts. Targeted teaching, informed by diagnostic assessments, has supported learners to make progress and apply their skills more effectively. Staff confidence in using data and planning targeted interventions has improved, resulting in more responsive teaching. Combined ACCEL data for P1, P4 and P7 shows 75% of learners achieving expected levels in numeracy, demonstrating positive progress towards national benchmarks. This reflects progress towards our outcomes of improving attainment, embedding consistent planning approaches, and ensuring learners can apply numeracy skills confidently across a range of contexts.	

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This year, Pupil Equity Funding helped us provide extra support in literacy and numeracy for children within the P5-7 classroom.

Using assessment information, staff were able to identify where children needed support and put the right help in place quickly.

Most children receiving support have made positive progress, showing increased confidence and improved skills in reading, writing and numeracy. Regular support from our PEF PSA has helped children practise and build on their learning.

Overall, this has had a positive impact, helping us support learners more effectively and ensure all children are making progress.

Wider achievements

Coileanaidhean nas fharsainghe

Throughout the year, learners have benefited from a wide range of valuable and enriching experiences beyond the classroom. P5–7 learners took part in weekly outdoor learning sessions led by a trained High Life Highland Countryside Ranger. These sessions supported learners to develop confidence, teamwork and an appreciation for their local environment. P1–4 learners have also recently begun accessing this provision, ensuring wider benefits across the school. Outdoor learning was paid kindly by our supportive parent council.

Learners have been actively involved in cluster and wider school events, including a North West Schools Swim Gala and Cross-Country competition. Girls from the school also participated in a Ross County football event, promoting participation, teamwork and healthy lifestyles.

Our P7 Learners successfully attended their ASG residential trip to Lagganlia, developing independence, resilience and confidence through a range of outdoor and team-building activities. The P7s did a raffle which then led to full payment of the trip!

The school community enjoyed a number of whole-school and cluster events, including a colour run and Christmas panto trip to Inverness, helping to strengthen relationships and promote wellbeing across the cluster.

Learners also had the opportunity to engage in high-quality STEM learning through workshops at the Newton Room, supporting curiosity, problem-solving skills and interest in science and technology.

P5–7 learners were filmed by the BBC, showcasing their outdoor learning. This included learning about local elm trees (*Elmo and Elma*), Assynt's unique status as free from Dutch Elm Disease, and conservation work such as beetle monitoring and planting resistant saplings at Little Assynt Tree Nursery.

To further support wellbeing and inclusion, the school successfully introduced a breakfast club three days per week, funded through external support. This has improved readiness to learn, supported families and provided a positive start to the school day.

Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

We actively gather feedback from our school community to support improvement. Feedback this year continues to be highly positive and reflects the strong relationships across Lochinver Primary. Some comments from learners, families, stakeholders and staff:

- Staff are easy to talk to, and any issues they are helpful and act fast.
- Children are happy to come to school, and it is evident they enjoy their learning while working positively towards their individual goals.
- Continue to keep up the amazing work.
- Writing training has had a positive overall impact on classroom practice along with the children's understanding and engagement with writing.
- The school does a fabulous job!

Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from ‘How Good is our School 4’ together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY
QI 1.3 Leadership of change	Good	Good
QI 2.3 Learning, teaching and assessment	Satisfactory	Good
QI 3.1 Wellbeing, equality and inclusion	Very good	Very good
QI 3.2 Raising attainment and achievement/Securing children's progress	Good	Good

Safe, Respectful, Inclusive & Fyn

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

- Empowering learners to understand and support their own wellbeing (Year 2).
- Improve and embed consistent approaches to high-quality learning, teaching and assessment.
- Sustaining and enhancing numeracy attainment (Year 3).

Additional to these school improvements, we will be working with other schools and nurseries within our ASG (Achiltibuie Primary, Ullapool Primary & Scoraig School) to support with moderation.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website ([Click here](#)) or by contacting the school office.